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A list of goals and suggested implementation for the education of young children was given. Among the objectives were the formation of language concepts, the learning of relationships between words and sentences, the development of awareness of self, and development of familiarity with environments. Some of the activities for implementation of these goals were daily conversation periods; various kinds of games to develop attention, memory, listening, and perception skills; song periods that require individual and group responses; use of tape recorder; and use of tom-tom to familiarize children with rhythms and word syllables. A detailed list of suggested materials, equipment, and children's books for early childhood classes accompanies the guide.							
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systematic approach to language. T20

GOALS

1. Language and Concept Formation

a. Naming

begin no name for teacher friends

1. Simultaneous association of name and object by teacher.
2. Identification of object by the child, when name is given.
3. Verbal naming of object by the child, when object is presented.
4. Child uses name of object in correct context.

simultaneous association
book - truck

Helpful
child's
infant's understanding

b. Learning relationships between words and sentences.

1. Description of situations by pictures.
2. Asking child to tell own experiences.
3. Direct conversation between children and teachers.

c. Abstraction Activities

1. Grouping (girls, boys, by activities, size, color, shape)

2. Attention-Memory

a. Sequences of routines; introducing the verbal description of action sequences.

1. Memory (songs, rhymes, stories)
2. Work habits

3. Development of Awareness of Self

- a. Use of child's name or nickname in song or finger plays.
- b. Stories about children's own activities and experiences.
- c. Adult recognition of individual child's accomplishments.
- d. Identifying parts of the body.
- e. Use of mirror and dress-up clothes.
- f. Use of ethnic dolls with whom children can identify.

4. Perceptual Motor Activity

- a. Visual discrimination-manipulative toys, puzzles, magnaboard, shapes, etc.
- b. Auditory discrimination - music and rhythms, repetition of words.
- c. Tactile discrimination - cloth, surfaces, sandpaper forms, clay and finger paints.

5. Development of Familiarity with Environments

- a. Orientation and relationship of child to his immediate environment - home and school, through first hand experience; trips, doll corner, blocks, stories and conversations.
- b. Development of information about familiar events, routines, neighborhood helpers such as policeman, etc.

ED001058

MOBILIZATION FOR YOUTH
EARLY CHILDHOOD EDUCATION

IMPLEMENTATION

1. Particular kinds of games for attention, memory, perceptive...cognitive auditory, visual discrimination
 - A. Identifying classmates "Who Am I?"; observation games "What's Missing?"; color games; guessing games (I'm round, I roll, what am I?); descriptive games (describing objects in room); listening games (child identifies object by sound).
2. Emphasis on language in routines
 - A. Need for teacher to be specific (she must say "hats, coats, leggings", not just "clothing" until children learn items and general category. Same is true at clean-up time. "It's time to pick up the blocks and put them back on the shelves" etc.)
 - B. Device of selecting child to call each classmate by name to go to snack table or get clothing (easy to see if child knows all names and pronounces them correctly).
 - C. Teacher intervention - correcting child when he labels something incorrectly or supplying the name when he doesn't know what to call an object.
3. Daily Conversation Period
 - A. Preferably the same time each day
 - B. Planned by teacher to satisfy a particular need (introduce new material, center of interest, correct mistaken impressions noted day before).
 - C. Unrushed - children must be given sufficient time to participate in unhurried fashion, to interact with teacher and classmates; careful questions by teacher.
4. Selection of songs that require children to supply missing names, words, rhymes, actions.
 - a. Group responses to known words, clapping, etc.
 - b. Individual responses to imaginative or "made up" lines, names.
5. Use of tom-tom to familiarize children with rhythms, syllables in names. Rhythms utilized to clarify concepts and check on whether children clear on meanings of words. (back, front, up, down, spin, in front, behind, soft, heavy).
6. Clear-cut areas in room arrangement
 - a. Doll corner designated by screens or shelves
 - b. Library corner attractive, well stocked, comfortable place to look at books; shelves where books can be opened to page and rubber animal placed next to picture.
 - c. Blocks arranged according to size; sufficient number of blocks; accessory toys nearby. (Device of using context to designate shape of block that

goes on shelf gives children additional experience in perceptual discrimination when replacing blocks on shelves)

7. Manipulative toys must vary in difficulty so that there is appeal to all abilities.
 - A. Teacher sensitive to needs - remove puzzles that are too difficult until children ready, provides those with which children can get sense of success; directs child to appropriate toys (need for experience with size relationships = nesting cups or squares)
 - B. Teacher must check to see that shelves containing manipulative materials are in order (no pieces missing from puzzles; remove broken toys). New items should be added to shelves frequently to keep interest high.
 - C. Kits can be made up that are planned to reinforce learnings: box containing all round objects; another with square things, another with just red objects.
 - D. Include on these shelves large wooden alphabet letters, numbers.
8. Use of tape recorders - children can be shown how to use, then allowed to talk and listen to selves. Another device to demonstrate that teacher values what children say is for her to make notes of conversation heard at block building or doll corner, then later on say "I was listening and I heard this."
9. Teachers should utilize routines to train memory while at the same time they facilitate the program (sense of sequence and order important to development of time and space concepts.) There should be a specific place in the room always used for story telling, for music etc., to help give children focus, a distinct place to come from and go back to.)
10. Opportunity must be given for teachers to get together and share ideas, ask questions etc. on a regular basis.

MOBILIZATION FOR YOUTH
CURRICULUM CENTER
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SUGGESTED MATERIALS AND EQUIPMENT FOR EARLY CHILDHOOD CLASSES
IN MFY SCHOOLS

Interlocking train (4 cars, 3 flat cars)
Interlocking boats (4 boats, 3 flat boats)
Small rubber cars (5)
Larger rubber cars (3)
Teleidoscope (1)
Kaleidoscope (1)
Large nesting boxes (4)
Kitty-in-the-keg (6)
Nesting containers (6)
Colored Cone (1)
Large peg board and pegs (1)
2" pegs and 3 boards
Post box
Puzzle rack (mostly 1 piece puzzles) fruits, vegetables, household items,
postman, train, duck

Doll Corner:

Doll bed - mattress, pillows, covers
Dolls - 3 Negro dolls, 2 white dolls
1 doll refrigerator
1 stove
1 small board chest (4 drawer for pocketbooks, doll clothes, blankets,
hat, gloves)
On chest - box with jewelry - beads, earrings, bracelets
In refrigerator - carrier with 6 milk bottles
Table and 4 chairs - on table bowl of artificial fruit - oranges,
tangerines, grapes, pear, apple, banana.
For stove - pot holder, pot, pan, roaster, measuring spoons,
ladle, coffee pot.
Hanging - mop, broom, dust-mop, push-broom, dustpan, brush.
Ironing board and iron
Telephones (2)
On Shelves - 1 large teapot, 1 small teapot, 4 large cups and saucers,
3 small cups and saucers and plates, 4 graduated measuring cups,
3 graduated funnels, 4 graduated mixing bowls, cutlery tray,
with spoons, forks, knives, 1 doll bottle
On top of shelves - three plants

Open shelves facing sink:

Crayons and drawing paper
Tray of colored cubes

Open shelves facing block shelves:

- 1 large train - engine, flat-car, box-car, caboose
- 1 station wagon
- 1 wrecking truck
- 1 road grader
- 1 flat-bed truck
- 1 dump truck

On shelves backing stove:

- 1 Negro family rubber bendable people
- 1 White family rubber bendable people
- 1 rubber horse and cart
- 1 rubber collie
- 1 rubber scottie
- 1 rubber terrier
- 1 rubber cat

Painting easel (double)

2 trapezoidal tables and chairs

Hanging:

On wall over block shelves -

Picture of tug-boat and New York skyline - black frame mounted on red

Picture of Santa Fe train in mountains - " " " " yellow

Picture of tug-boat on river - " " " " blue

On observation booth -

toward door - 5 Chinese Temple Bells - largest on top

Corner jutting into room - copper pot with philodendron

Over shelves - 2 pictures of mother and child

Over books - picture of group of children listening to a story,
picture of three children, picture of children playing on
a city street.

In Doll corner - picture of a family outdoors

On large ventilator - picture of a truck

Over sink - mirror

(Wherever pictures are with people, they are inter-racial)

Block Shelves:

quadruple units

double units

units

half-units

large floor boards

small floor boards

large column

narrow columns

large gothic arch

quarter circle

quarter arch

pillars

half-pillars

cubes

large triangles

small triangles

ramps

1/2 unit triangles

gothic arch and inserts

small arch and inserts

half-circle arch

long arch

On block shelves - 1 metal dump truck, 1 interlocking train, 1 interlocking boat.

Book Corner:

Books

Rubber animals - horse, deer, lion, zebra, elephants, giraffe

Books Put Out at Time of Room Set-up:

SOMEBODY'S SLIPPERS, SOMEBODY'S SHOES
MOM-TOO-LITTLE
CHILDREN AND THEIR HOMES AROUND THE WORLD
LITTLE FAMILY
POLAR BEAR BROTHERS
DOKI
TOUCH ME BOOK
BRUNO MUNARI'S ABC BOOK
GREAT BIG CAR AND TRUCK BOOK
THE BIRTHDAY PRESENT
SLEEPY LITTLE LION
ANIMAL BABLES
GIANT NURSERY BOOK OF THINGS THAT GO
THE NIGHT BEFORE CHRISTMAS
JIMMY HAS LOST HIS CAP
WHO'S THERE? OPEN THE DOOR
LITTLE ELEPHANT
RONNIE'S WISH
LET'S PLAY HOUSE
ROAR AND MORE
WAKE UP CITY
THE QUIET NOISY BOOK
NIGHT
IS IT HARD? IS IT EASY?
WIDGET
BEARS
DO YOU KNOW WHAT I'LL DO?
ROSITA - A LITTLE GIRL OF PUERTO RICO
BARTO TAKES THE SUBWAY
GOODNIGHT MOON
BLUE RIBBON PUPPILS
BEYA'S TRAIN RIDE
TWO IS A TEAM
I CAN FLY
MY DOG IS LOST
FOUR LEGS AND A TAIL
WHAT DO THEY SAY?
CATS, CATS, CATS
DOGS, DOGS, DOGS
THE VERY LITTLE DOG
UMBRELLA
EVERYBODY HAS A HOUSE
BIRTHDAY PARTY
KEIKO'S BIRTHDAY
THREE CAMELS
ONE SNOWY DAY

Book Corner:

Books

Rubber animals - horse, deer, lion, zebra, elephants, giraffe

Books Put Out at Time of Room Set-up:

SOMEBODY'S SLIPPERS, SOMEBODY'S SHOES
ROOSTER-LITTLE
CHILDREN AND THEIR HOMES AROUND THE WORLD
LITTLE FAMILY
POLAR BEAR BROTHERS
DOKI
TOUCH ME BOOK
BRUNO MUNARI'S ABC BOOK
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